

PDG B-5 Quarter 4 Performance Progress Report

Activity 1: Needs Assessment

1. Major activities and accomplishments during this period

Needs Assessment – AIR

Research topics were updated based on gap analysis and shared with the Illinois Early Learning Council (ELC) to be included as part of the research agenda. AIR created two different focus group interview protocols, one for parents/providers and one for researchers/policymakers. For each focus group, a variety of stakeholders were invited to participate. AIR used a multipronged approach to recruit participants for the focus groups. In addition, AIR reached out to key contacts based on GOECD advice as well AIR's contacts and expertise in the field to gather feedback on the draft Needs Assessment document. The locations were confirmed for three focus groups representing different parts of the state: Chicago, Naperville, and Granite City, with a total of (37) participants across all three events. AIR also received Institutional Review Board (IRB) approval for this data collection task. On 12-20-2019 - AIR provided GOECD with a working initial draft of the final report for feedback.

Cost Modeling - Northern Illinois University's Education Systems Center

Completed a statewide cost model that is aligned with data from the Illinois Early Childhood Asset Map (IECAM) regarding demographics, geography, and underserved children. It also incorporated data from the Illinois Facilities Fund (IFF), the Illinois Evidence-Based Funding formula, IDHS Child Care Assistance Program certificate data, Who's Minding the Kids report, National Household Education Survey data, as well as data from surveys and focus groups of early care and education stakeholders. In addition, completion of a final cost modeling report and (4) four cost model workbooks were produced. The report provides a detailed process of how the cost model was created, the input data used for each section of the model, and the rationale for assumptions used to build the model. It provides recommendations on funding levels and quality levels for a comprehensive early childhood education and care (ECEC) system. It provides a recommended salary scale for ECEC staff, staffing pattern and quality enhancements for special populations.

Unduplicated Counts - Northern Illinois University's Education Systems Center

Linked data, completed the bulk of analysis, and populated table shells (suppressed and disclosure proofed) Completed and shared draft deliverables per the work plan, including final report to be embedded into the Needs Assessment, slide deck and a data issues memo and a tentative plan for next steps

Performance Measurement Plan - IECAM

IECAM assisted AIR in the development of the crosswalk (AIR Workplan, Strategic Plan, Task 2.2b) by answering questions related to the needs assessment (i.e., definition of terms, quality and availability, gaps in data or research to support collaboration). This was submitted 11-25-19. Provided AIR with contextual information related to the measurable indicators of progress that

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align with Illinois' vision and outcomes for the PDG B-5 Project. This was submitted 11-26-19. IECAM staff attended the meeting of the Early Learning Council (ELC) Strategic Planning Task Force on 12-17-19, for which the purpose was to discuss and prioritize strategic goals, desired outcomes, and selected metrics for the next three years. IECAM presented the metrics chosen by the ELC Strategic Planning Task Force to the Data, Research, and Evaluation (DRE) Subcommittee on 12-19-19. The DRE assisted IECAM and GOECD in further developing and prioritizing these metrics. At present, IECAM is developing the metrics, establishing select measures, and communicating with pertinent individuals and groups related to particular metrics. It is anticipated that these metrics will be submitted to GOECD early in the next quarter (January 2020).

2. Problems

Needs Assessment – AIR

Awaiting final deliverables from other vendors to incorporate into the final version of the needs assessment report. If other vendors' deliverables are not submitted to AIR in a timely matter, the information may not be fully incorporated into the final report, specifically with some of the challenges with the unduplicated count project.

Cost Modeling - Northern Illinois University's Education Systems Center – N/A

Unduplicated Count - Northern Illinois University's Education Systems Center Identified Inflated data with CCAP 3-to-5-year-old population and currently awaiting a response from the CGS team with a general timeline to narrow the data for a more accurate analysis. Experienced issues with cell size suppression/disclosure proofing vis-à-vis Preschool Expansion data. Inherent limitations of data, including; small cell sizes at the county level, particularly 0-3, census poverty data is a proxy at best. The relationship between City and DHS re CCAP data continues to face challenges with shared language and reporting of data between the two systems.

Performance Measurement Plan - IECAM – N/A

3. Significant findings and events

Needs Assessment - AIR

Significant findings to date include the gaps that emerged in following the review of existing needs assessments (e.g., the lack of definitions of key terms, information on facilities, and details about programs and services for focal populations).

Cost Modeling - Northern Illinois University's Education Systems Center

Personnel is the major driving cost in ECEC, due to the small class sizes and ratios recommended for young children. As a result, in our model that uses parity in compensation

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across early childhood service delivery models along with recommended group sizes, the per-child cost of \$15,000 - \$33,000 and the overall system cost of \$11B may seem overwhelming. However, when compared to K-12 education, the amount becomes more reasonable. The Illinois K-12 system spends approximately \$13,000 per child, while the current ECEC system spends approximately \$6,800 per child. It is also important to note that this model provides an estimate of the *total cost* of a fully funded, high-quality ECEC system. It does not account for current federal, state and local resources and funding. This is an important next step in developing a plan for increased investments and implementation of a system that ends inequities in quality, access, and compensation.

Unduplicated Count - Northern Illinois University's Education Systems Center – N/A

Performance Measurement Plan – IECAM - N/A

4. Dissemination activities

Needs Assessment – AIR

Meeting with the Illinois Early Learning Council (ELC) Data, Research, and Evaluation (DRE) Committee on 10-31- 2019 to provide emerging findings from the review of existing needs assessments. Meeting with the Strategic Planning Working Group on 12-17- 2019 to find the key findings for the needs assessment to date.

Cost Modeling - Northern Illinois University's Education Systems Center

Immediate next step is to share summary and report with AIR.

Unduplicated Count - Northern Illinois University's Education Systems Center

Immediate next step is to share summary and report with AIR, gather additional data and feedback before dissemination in state and share increasingly in-depth information (as report becomes finalized) with various state-level entities, including DRE, HV Task Force, and others. Shared high-level Home Visiting information with HV Task Force Exec 01-07-20.

Performance Measurement Plan – IECAM

Immediate next step is to share summary and report with AIR.

5. Other activities – N/A

6. Activities planned for next reporting period

Needs Assessment - AIR

Included in no-cost extension, the final report will be submitted to Federal Officer on January 30, 2020.

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Cost Modeling - Northern Illinois University's Education Systems Center

Included in no-cost extension, the final report will be included in Needs Assessment to be submitted to Federal Officer on January 30, 2020.

Unduplicated Counts - Northern Illinois University's Education Systems Center

Included in no-cost extension, the final report will be included in Needs Assessment to be submitted to Federal Officer on January 30, 2020.

Performance Measurement Plan – IECAM

Included in no-cost extension, the final report will be included in Needs Assessment to be submitted to Federal Officer on January 30, 2020.

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Activity 2: Strategic Plan

1. Major activities and accomplishments during this period

Strategic Plan – AIR

AIR drafted a strategic plan outline, cross-walking it with the PDG needs assessment findings with the state's prioritized goals and the federal requirements for PDG plans, also supported GOECD's efforts to reduce the number of potential strategic goals. The initial draft of the strategic plan was submitted to GOECD for feedback on 12-24-2019.

Governance – AIR

Created and executed the document search plan to collect existing state documents for the review. Completed the coding plan and a coding process to systematically review 10 documents. Completed this final deliverable and submitted to GOECD. Completed the following; coding of (51) selected other state governance model documents; completed five expert interviews and thematic analysis of the interview data and finally Completed the final Governance Recommendation Report and submitted to GOECD.

Key Priority Areas/Strategic Plan:

Kindergarten Transition Advisory Committee Report Facilitation - YWCA

The DuPage KTAC Planning Team (DKTAC) developed a Feasibility Rubric and convened four 2-hour collaborative processing sessions with Bensenville School District 2 Kindergarten Transitions Review Team on the following dates; November 5, 2019, December 3, 2019, and December 17, 2019. The purpose of these workshops was designed to provide a full review and a strategy to determine the actual feasibility of implementing each KTAC recommendation. A five-point rubric was designed to rate each recommendation for sustainability with or without funding.

Inclusion Strategic Plan - SASSED/ Early CHOICES

Completed Strategic Plan Recommendation reflecting inclusion goals, objectives and action steps. A brief overview of the goals includes but not limited to; increase tangible supports to CBOs to increase the number of high-quality early care and education settings that all families may access for their child with a disability.; provide guidance, incentives, and accountability to support Local Education Agencies (LEAs) to ensure that special services are provided to young children with disabilities within the mixed delivery service model and provide guidance, incentives, and accountability to support Early Intervention to ensure that special services are provided to infants and toddlers with disabilities within the mixed delivery service model.

Professional Development Coordination – Consultant/ Sara Beach

Cross-referenced feedback and recommendations with reports from ELC, ELC committees on multiple systems alignment, quality, workforce development, and strategic planning team to

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consider systems implications and realistic coordination of implementation plan steps within the larger frameworks of systems development. Developed a comprehensive Implementation Plan based upon stakeholder recommendations and the national organizations' survey instruments' benchmarks. Completed the final report to be included in the larger strategic plan document.

Coordinated Intake – GOECD MIECHV Staff - Deborah Hwang & Joanna Su

Completed Strategic Plan for Coordinated Intake with a focus on Home Visiting. The plan included goals, objectives, actions steps and barriers. Stakeholders recommended either utilizing existing early childhood database systems or exploring the use of IRIS which is already launched in four counties in Illinois. Other recommendations included; Increased awareness and understanding, streamline the referral process, increase positions, salary and investment in CI workers, identify a neutral entity, referral reports, and funding incentives for collaboration; use of Integrated Referral and Intake System (IRIS), and Explore the viability of funding sources.

Increase Child Welfare Enrollment /Home Visiting - DCFS-Erikson

Completed Strategic Plan for Coordinated Intake with a focus on Home Visiting. The plan included goals, objectives, actions steps and barriers. HVS has successfully identified four Home Visiting providers to serve our families. HVS continues to establish relationships with home visiting programs to bridge the gap between child welfare and home visiting. Doing this work, HVS has created a referral process that seems to be working efficiently to referrals families to home visiting services. HVS continues to visit providers in Cook, Southern, Northern, and Central regions to develop a partnership.

2. Problems

Strategic Plan – AIR – N/A

Governance – AIR – N/A

Key Priority Areas/Strategic Plan:

Kindergarten Transition Advisory Committee Report Facilitation - YWCA

KTAC's biggest challenge in this period was 1) establishing involvement with more LEA administrators in the review process; and 2) maintaining the involvement of the BELS Collaborative partners. In the essence of time, the superintendent determined the KTAC Review meetings would be best coordinated by one administrator to act as the lead to attend all meetings and act as the liaison to administrative leadership.

Inclusion Strategic Plan - SASSED/ Early CHOICES – N/A

Professional Development Coordination – Consultant/ Sara Beach - N/A

Coordinated Intake – GOECD/MIECHV Staff -Deborah Hwang & Joanna Su - N/A

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Increase Child Welfare Enrollment /Home Visiting - DCFS-Erikson

The amount of time it takes to complete tasks within a large system. For example, we have drafted a new policy related to our work that remains in process despite the amount of attention given, the movement has been slow.

3. Significant findings and events

Strategic Plan – AIR

There was a total of (139) specific goals found across the existing strategic documents we reviewed. We found (232) strategies described related to the (139) goals across the (6) ECCE focal service areas we organized our review around. On December 17, 2019, the Strategic Planning Workgroup met to prioritize strategic planning goals from the inventory created as Deliverable 2 – the review of existing needs assessments and the findings of the PDG needs assessment. AIR supported GOECD in preparing for the meeting and cross-walking potential strategic goals to the Need Assessment findings.

Governance – AIR - N/A

Key Priority Areas/Strategic Plan:

Kindergarten Transition Advisory Committee Report Facilitation – YWCA

Out of the 45 recommendations – most were rated by participants as either not interested in adopting, unclear about the language in the recommendation or they currently had the practice in place. However participants did confirm interest in the following recommendation : (1) Participate, during protected release time and with adequate substitute teachers available, in aligned professional development for ECE and kindergarten educators and administrators (2) Allow families to come to class with children on their first day of kindergarten, and offer a shorter school day at the beginning of the school year. Gather feedback from teachers, administrators, and families to determine how best to share information and data with an emphasis on whole child development (3) Consider how to best integrate families of all backgrounds, including those with mixed immigration status, families without permanent housing, families who are just as involved, caregivers who work non-traditional hours, and others.

Inclusion recommendations for Strategic Plan - SASSED/ Early CHOICES - N/A

Professional Development Coordination – Consultant/ Sara Beach

Through the process of interviewing multiple stakeholders across sectors, some new cross-sector connections were made. INCCRRA’s Professional Development Director Toni Porter and team members were able to connect with Head Start Region V Systems Specialist, Linda Langosh, for cross-sector collaboration and sharing of resources between Head Start and child care. The two teams are planning to meet in January.

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Coordinated Intake – GOECD MIECHV Staff - Deborah Hwang & Joanna Su

The regional boundaries of existing systems seemed to be arbitrarily determined and did not align with one another; no single existing system was necessarily best for reaching families. Building a statewide CI system through the Illinois Department of Public Health (IDPH) would not be feasible due to their loose governance relationship with the county and local health departments. However, county health departments have served as some of the strongest sites for CI and remain integral to the scaling of the system.

Increase Child Welfare Enrollment /Home Visiting - DCFS-Erikson

Since, December 2019, when we received our first referral, we have connected (5) children in Cook County and we currently have (6) families in various stages of the referral process. So far, the follow up necessary to support the caseworker and family has proven to be a very large portion of the work. Presentations and meetings with the DCFS/POS field have been going extremely positive as they have expressed a great deal of interest in referring to their families.

4. Dissemination activities

Strategic Plan – AIR

Share public-facing document across 3 different regions across the State of Illinois and present the final draft version to Illinois Early Learning Council and GOECD.

Governance - AIR

Final report shared with Illinois Early Learning Council, GOECD and other State Leadership stakeholders.

Key Priority Areas/Strategic Plan:

Kindergarten Transition Advisory Committee Report Facilitation – YWCA

The KT Facilitator provided quarterly progress updates on the KTAC project during the DuPage Early Childhood Collaboration (DECC) full partnership (40+ partners) meetings and during monthly DECC Steering Committee which is comprised of 12 key leaders from multiple sectors from across DuPage County who provide strategic guidance and oversight of DECC. The DKTAC Team distributed the following documents to the LEA Review Team: KTAC report, Feasibility Rubric, and the recommended Implementation Plan. Submission of Final Recommendations Report draft to GOECD and AIR, to be included in the larger strategic plan document.

Inclusion Strategic Plan - SASSED/ Early CHOICES

Completing visual formatting and will be sharing with Inclusion Subcommittee, Early Learning Council, OECD, ISBE. EC LRE Stakeholders, DHS (childcare, home visiting, and early intervention), Head Start, DCFS and advocacy groups. Early CHOICES will print and add to agendas on workgroups we are on and ask the core group to do the same. Submission of Final

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Recommendations Report draft to GOECD and AIR, to be included in the larger strategic plan document.

Professional Development Coordination – Consultant/ Sara Beach

Submission of Final Recommendations Report draft to GOECD and AIR, to be included in a larger strategic plan document.

Coordinated Intake – GOECD MIECHV Staff -Deborah Hwang & Joanna Su

Submission of the final report provided to AIR to be included in the larger strategic plan document.

Increase Child Welfare Enrollment /Home Visiting - DCFS-Erikson

Submission of Final Recommendations Report draft to GOECD and AIR, to be included in the larger strategic plan document.

5. Other activities – N/A

6. Activities planned for next reporting period

Strategic Plan – AIR

No Cost Extension; final plan to be submitted to Federal Officers on Feb 28th

Governance – AIR – N/A

Key Priority Areas/Strategic Plan:

Kindergarten Transition Advisory Committee Report Facilitation – YWCA

No Cost Extension; finalized and submit the report to AIR by Jan 30, 2020.

Inclusion Strategic Plan - SASSED/ Early CHOICES - N/A

Professional Development Coordination – Consultant/ Sara Beach - N/A

Coordinated Intake – GOECD MIECHV Staff – Deborah Hwang & Joanna Su – N/A

Increase Child Welfare Enrollment /Home Visiting - DCFS-Erikson

No Cost Extension; Feb 28, 2020 - Disseminate Home Visiting- Child Welfare Policy for Intact Families, waiting for approval from DCFS.

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Activity 3: Maximizing Parental Knowledge, Choice, and Engagement

1. Major activities and accomplishments during this period

Family Governance – GOECD

The following items have been developed to support the Family Advisory Committee work; (FAC) application and information sheet designed to support the intake of potential members to serve on the FAC, in addition to the design of the application a scoring rubric for parents was designed to aid in the selection process. In addition, created an outcome-based agenda for both planning meetings and FEIS meetings, to increase organization and efficiency of the monthly meetings. Finally, the development of an annual calendar was created to ensure frequency for standing meeting dates, time and location.

Parent Café's - DHS & Illinois Head Start Association

The following work occurred to support the Parent Café' project: Job descriptions were developed by our partner ILHSA for a Project Consultant and Parent Mentor/Coach, both roles were very critical in supporting and empowering the parent leaders that will lead the Café's. In addition to the creation of the job descriptions, our partner (ILHSA) created and executed a recruitment and selection plan for parent trainers and parent café participants. As a result of the recruitment plan, a Project Consultant was hired and completed the development of the Parent Leader Training Manual. The consultant successfully facilitated the (1) day Parent Leader Training Institute. The recruitment process for identifying parent leader trainers was very successful. We received a total of (48) parent leader applications out of a goal of (20). Ten parents (10) were selected to lead Chicago (location) Parent Café's and eight (8) parents were selected to lead Mt. Vernon (location) Parent Cafés.

ExceleRate Website – INCCRRA

Enhanced information related to monitoring and violations in October with some enhancements to the provider profile on the ExceleRate website. Some of the enhancements included creating a document outlining the Web Accessibility Standards. Also, a document was created on recommended content for the website including a section of Family Engagement. We were unable to make a direct link to a licensed program's monitoring report on the Sunshine website until DCFS makes changes to their site that will allow for that kind of deep linking. License-exempt monitoring reporting is still being determined by IDHS.

Sunshine Website – DCFS

We've redesigned the website to be a resource for anyone interested in licensed childcare in Illinois—parents, providers, and the public. Not only can you find out about a licensed childcare facility's history, now you can learn about licensing standards, how to become a provider, where to find help with your childcare expenses, how to make a complaint, etc.

<https://sunshine.dcf.illinois.gov/Content/Licensing/Welcome.aspx>

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Homelessness Resource Directory and Toolkits - Illinois Early Learning Project IEL/UIUC

During the fourth quarter, the IEL Team completed the production of the *Homelessness Tool Kit* and resource directory. All the resources may be browsed [here](#). This includes our [tool kit](#), [a resource directory](#), and two new tip sheets for families on the [Rights of Families Experiencing Homelessness](#) and [Keeping Track of Important Information](#). Translations of these tip sheets are forthcoming. Three [podcasts](#) about [Trauma in the Lives of Young Children](#) and [Listening to Family Voices](#) are also included as new resources to help professionals understand the needs of families experiencing homelessness. Four existing IEL Tip Sheets were identified for inclusion in our resources on homelessness, and all of these tip sheets are now available in English, Spanish, Polish, French, Chinese, Korean, and Arabic. They include these titles: a) [Helping the Often Angry Child](#), b) [Young Children's Mental Health, What is Essential?](#), c) [Small Child, Big Stress](#), and d) [Feelings are Fantastic](#)).

Inclusion – SASSED/Early Choices – The final phase of translating parent materials on inclusion has been completed and printed in the following languages: Polish, Urdu, French, and Arabic. We explored inclusion video options and determined there are many existing materials available, but we need to make them accessible and connect to families when they need the information. We thought we would be generating new content but determined with the help of stakeholders that we have content available and the focus should be on awareness.

2. Problems**Family Governance – GOECD**

The FAC Co-Chair, Kyle Huburt, has not been able to attend meetings this quarter. Toward the end of this quarter, he officially resigned as co-chair. Tracy Ocomy (FAC Chair) noted she will defer to Maria Whelan, co-chair of the Access committee regarding the next steps for replacing FEIS co-chair. Changes in staffing personnel for the FEIS has resulted in inconsistent expectations of the staffing role.

Parent Café's - DHS & Illinois Head Start Association – N/A**ExceleRate Website – INCCRRA**

A decision was made by the partnering state agencies to change the name, look, content and branding of the website, which involves more time and work than initially planned. The current ExceleRate public website will be revised into the new consumer education website. Both the existing ExceleRate website and the new consumer education website are in the INCCRRA/IDHS contract. The timeline for completion and rollout of the new consumer education website is an IDHS decision and has halted the work, requiring INCCRRA to return \$75,000 of the \$100,000 allocated in the budget for this work.

Sunshine Website – DCFS – N/A**Homelessness Resource Directory and Toolkits - IEL/UIUC – N/A**

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Inclusion – SASSED/Early Choices – N/A

3. Significant findings and events

Family Governance – GOECD - N/A

Parent Café's - DHS & Illinois Head Start Association - N/A

ExceleRate Website – INCCRRA – N/A

Sunshine Website – DCFS

The Sunshine Website embedded a new software platform (EVOQ) to support content creation, website workflow, assess management, mobile responsiveness, and personalized content analytics. This new platform will significantly enhance self-service capabilities thus reducing time to make changes to the site.

Homelessness Resource Directory and Toolkits - IEL/UIUC – N/A

Inclusion – SASSED/Early Choices

Illinois has many resources already created to support understanding inclusion for families. We need to have those resources available when families need to know so this means we are working on making learning objectives.

4. Dissemination activities

Family Governance – GOECD

Developed and shared community agreements statements, with FAC members, to better establish norms and procedures for FEIS meetings.

Parent Café's - DHS & Illinois Head Start Association

Outreach/marketing materials to recruit Parent Leaders and Parent Café participants.

ExceleRate Website – INCCRRA – N/A

Sunshine Website – DHS – Website is live and available for public access.

Homelessness Resource Directory and Toolkits – IEL/UIUC

Two members of the IEL team attended the meeting for new ISBE PI/PFA/PFAE Programs on December 3rd in Bloomington, IL. We presented a resource table and were invited to share our website with the attendees. During our presentation, we highlighted the new tool kit and resource directory. Rebecca Swartz and Maggie Koller met via Zoom with the ISBE Regional Homelessness Liaisons and Vicki Hodges to introduce the tool kit as well as discuss plans for

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dissemination that will occur in spring, after the grant period for the development of the tool kit ends.

Inclusion – SASSED/Early Choices

Professional learning opportunities through Early CHOICES, STARNET, INCCRRA, EITP, Illinois Early Learning Project, Early Childhood Professional Learning (ECPL), EI Clearinghouse and other providers of professional development and resources. We plan to relaunch the Inclusion Brochure with Child Family Connections and Child Find, including creating a social media campaign to increase awareness.

5. Other activities

Family Governance – GOECD - N/A

Parent Café's - DHS & Illinois Head Start Association - N/A

ExceleRate Website – INCCRRA – N/A

Sunshine Website – DHS – N/A

Homelessness Resource Directory and Toolkits - IEL/UIUC – N/A

Inclusion – Early Choices - N/A

6. Activities planned for next reporting period

Family Governance – GOECD N/A

Parent Café's -- DHS & Illinois Head Start Association

No Cost Extension. Parent Café' dates have been confirmed and scheduled to occur Jan 23 and Jan 24. Provide a report based on the final evaluation of both events (Parent Leader Training and Parent Café's) by Jan 30, 2020.

ExceleRate Website – INCCRRA

No Cost Extension - The final phase of the work will be completed with the PDG extension funding is the website content map, which will be completed by Feb 28, 2020.

Sunshine Website – DHS – N/A

Homelessness Resource Directory and Toolkits - IEL/UIUC – N/A

Inclusion – Early Choices - N/A

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Activity 4: Sharing Best Practices

1. Major activities and accomplishments during this period

Community System Portal – DHS/INCCRRA

The beta website portal was launched, testing was completed by internal project staff and modifications were made. The beta site was presented to the Community Systems Development Subcommittee of the Early Learning Council on 11/14/2019. Feedback was gathered during the meeting. Additionally, participants were given until 12/3/19 to review the site in more detail and send additional input. Feedback was compiled and sent to INCCRRA (vendor) on 12/4/19. Website improvements were made based on community feedback and were relocated to the final domain on 12/30/19.

Family & Friend Provider Support - Illinois Action for Children

The design team decided to create a training curriculum of 8 hours with 2 hours in each in-person meeting. The first session is training on child development. This training is divided into 5 sections; what is child development, five areas of development, putting child development into practice, understanding developmental delays and best practices to help with the development of children. The second session covers social-emotional learning (SEL) and trauma. The social-emotional learning aspect covers the importance of SEL, methods to foster positive SEL, SEL skills needed for school and best practices in teaching SEL. The trauma training reviews the importance of understanding trauma in children, types of trauma, how children might behave after a traumatic event and best practices in helping a child and /or family through trauma. The third training teaches providers ways to use technology with children in a safe manner. The second half of the session focuses on building relationships with parents, challenges of connecting with parents and ways to deal with those challenges. Lastly, during the fourth session providers learn about the importance of literacy in young children and ways to encourage literacy. The training cohort ends with providers learning about what children will need to know so they can be ready for Pre-K and Kindergarten.

I/ECMHC Data System – INCCRRA

Creation of I/ECMHC consultant registry within Gateways Registry (12/31/19)

Working with the project team through the requirements, we developed an application for an infant/early childhood mental health consultant to join the “statewide consultant database”. The application has been reviewed by the I/ECMHC leadership team, with a few additional changes made at the 11/13/19 in-person meeting with the project team. The latest draft is as of 12/27/19 and is considered the final draft. The draft application is complete and awaiting final decisions by the project team in terms of logo and branding.

The enhancements to INCCRRA's database system (Data Tracking Program (DTP) that are needed to track the consultant applications have been completed and are in the QA process of internal testing. The enhancements to the Gateways Registry website needed to have a functional

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consultant search, result listing, and detailed profile are ready for testing, pending delivery from the external consultant doing that work.

FAN Community of Practice (CoP) Project - Erikson Institute

In the accomplishment of planned activities, four Community of Practice training were held: one in Bloomington on November 8, 2019; one in Rockford on December 3, 2019; one at Erikson Institute in Chicago on December 9, 2019; and one in Lombard on December 20, 2019.

The 11/8 training was facilitated by FAN trainer Teri Burrows, and attended by (18) home visiting professionals, and covered both topics of The Role of Repair and The FAN and Caregiving Partners. The 12/3 training was facilitated by FAN trainers Zully Martinez and Lynn Liston and attended by (25) professionals representing early intervention, non-profit agencies, and school district programs. This meeting covered The FAN and Caregiving Partners. The 12/9 training was facilitated by FAN trainers Christine Wulbecker and Sarah Martinez and attended by (19) participants representing the school district, health department, and non-profit agencies. The 12/20 training was facilitated by FAN trainer Christine Wulbecker, attended by (3) participants, and provided the opportunity for participants to process clinical cases from a FAN framework.

2. Problems

Community System Portal- DHS/INCCRRA

Due to a resource event, the timeline for the release and documentation was shifted by two weeks. INCCRRA (vendor) committed to completing the project within the first two weeks of 2020. The site was launched before the end of 2019; however, the Site Operations Manual and onboarding will take place in early 2020.

Family & Friend Provider Support - Illinois Action for Children

Because training sessions were not conducted as originally planned, we were not able to conduct home visits throughout December as we had targeted. Many of the home visits have been scheduled to be completed by the end of the first week of January. Some of the providers are resistant to home visits and have not been able to clearly articulate why. However, we speculate the reasons may be the fear; fear of something being taken away or not being up to standards or fear of judgment. We don't think this will be most providers, but it has been true for a few providers we have talked to.

We are still uncovering responses about the training and the benefit to providers. Partners have self-reported positive reviews, stating that providers got many of their questions answered and were very interested in the information shared. It could have been the time of year, but we did have a partner site that solicited over (200) providers and had only (13) providers express interest in attending training sessions. This outreach tells us that there are providers far and wide that can benefit from professional development, but we must figure out how to offer the training in a way they are open to receiving and participating. Even in the case in Cairo, IL where the CCR&R offered training the providers requested, they only had 3 providers that showed up on the actual day of the training. Based on the numbers alone, these may seem like failed attempts, but we have to recognize the value that was

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received by those that did participate. We have to continue to find a way to not be concerned with the quantity but make more of an effort to provide the best quality of supports that will enhance the quality of care for children.

FAN Community of Practice (CoP) Project - Erikson Institute The initial work plan identified Champaign as a location for a Community of Practice meeting. In response to feedback from trainers and home visiting programs in that area, the decision was made to combine this meeting with the meeting scheduled in Bloomington, and to offer an additional meeting in the Chicago suburbs.

I/ECMHC Data System – INCCRRA - N/A

3. Significant findings and events

Community System Portal- DHS/INCCRRA – N/A

Family & Friend Provider Support - Illinois Action for Children – N/A

I/ECMHC Data System – INCCRRA – N/A

FAN Community of Practice (CoP) Project - Erikson Institute

Participant feedback from all CoP events indicated that meetings were helpful and educational, with all average scores ranking from “helpful” to “very helpful” when asked about presenters and overall meeting; introductions and ice breaker; topic-specific content; breakout groups; and ending reflections. Insights of note as written in the comments section included:

- It is important to acknowledge feelings on point of view of each caregiver
- Slow down [referring to the attunement process]
- Be aware of feelings for participants and myself.

4. Dissemination activities

Community System Portal- DHS/INCCRRA

In collaboration with the Community Systems Development Subcommittee of the Early Learning Council, and the first quarter of 2020, a plan for the dissemination of this new website will be developed to introduce and drive traffic to the portal site. Ongoing outreach, data collection on site usage, and analysis of site functionality will continue through 2020 and beyond, depending on outcomes from the first "test" year of the portal website.

Family & Friend Provider Support - Illinois Action for Children

We have developed resource sheets that have been shared with providers. We will be taking some of that information, along with key points from each training topic and put it into a pamphlet/booklet that will go out to FFN providers.

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I/ECMHC Data System – INCCRRA – N/A

FAN Community of Practice (CoP) Project - Erikson Institute - N/A

5. Other activities

Community System Portal – DHS/INCCRRA

The week of January 6th, the Sr. Department Director – Information Technology from INCCRRA (vendor) will submit the final Manual/Training Guide and provide onboarding to Maggie Koller (GOECD's Director of Communication & Dissemination) and Kristina Rogers (Staffer for the Community Systems Development Subcommittee of the Early Learning Council who will be serving as the Feedback Loop Manager and taking over management of the portal site) on-site usage and operations so Kristina can add files, share reports, and utilize the site's feedback loop and Maggie can monitor traffic to, and usage of, the site. Due to INCCRRA's mandate which is to provide ongoing technical support to the early childhood field at large, it is within their scope in partnership with the State of Illinois to provide ongoing support as needed as the site moves forward.

Family & Friend Provider Support - Illinois Action for Children – N/A

I/ECMHC Data System – INCCRRA – N/A

FAN Community of Practice (CoP) Project - Erikson Institute – N/A

6. Activities planned for next reporting period

Community System Portal- DHS – INCCRRA – N/A

Family & Friend Provider Support - Illinois Action for Children – N/A

I/ECMHC Data System – INCCRRA – N/A

FAN Community of Practice (CoP) Project - Erikson Institute – N/A

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Activity 5: Improving Overall Quality

1. Major activities and accomplishments during this period

Materials & Supplies - INCCRRA & DHS

Child Care Resource and Referral Agencies identified the need for materials for home-based providers serving infants and toddlers in their regions. Those CCR&R agencies that identified significant need and capacity to execute this project applied to GOECD and IDHS. 10 regions were selected for funding. GOECD and IDHS prepared a notice for home-based providers and an application for CCR&R agencies to disseminate to them. Most of the CCR&R agencies have completed purchasing and delivering materials to the selected providers. All activities will be completed by the end of the no-cost-extension period.

Child Care Resource and Referral Agencies identified the need for materials for infant and toddler classrooms in their regions. Those CCR&R agencies that identified significant need and capacity to execute this project applied to GOECD and IDHS. 9 regions were selected for funding. GOECD and IDHS prepared a notice for childcare centers and an application for CCR&R agencies to disseminate to them. The initial project total of \$111,000 has been spent and materials delivered. The recently approved budget revision brought total funding to \$174,243 statewide, and the difference will be spending in the no-cost-extension period.

College Cohorts – INCCRRA

Final report completed and included but not limited to the following results: The purpose of this paper is to highlight the innovative work of Illinois institutions of higher education in creating cohort pathways that are responsive to the needs of the current and future early childhood workforce. Cohort models are commonly defined as a group of students moving through a program cohesively with support provided for the overall healthy functioning of the group. In this paper, the highlighted cohort pathways focus on additional supports provided to cohort model participants (social and practical) as well as innovative model designs. Data collection began in September and continued through mid-November of 2019 and consisted of artifact collection, semi-structured interviews, and member checking. Open-ended requests for information about cohort models were sent to representative lists of individual faculty contacts, as well as various professional education organizations and disseminated through state councils and agencies in Illinois, including the Gateways higher education institution listserv, Illinois ACCESS, Illinois Association of Early Childhood Teacher Educators (ILAECTE), and Illinois English Learners Advocacy Council in Higher Education (ELACHE) members, the Professional Development Advisory Council, and the Illinois Early Learning Council Quality Committee.

CQI Communities of Practice – INCCRRA& DHS

Agreements were completed with CCR&R agencies to conduct 5 CQI Communities of Practice that will develop relationships among providers in each region and share CQI practices that work in local contexts. GOECD provided discussion topics and guidelines for CoP meetings and

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oriented CCR&R staff members. Approximately 50% of the planned sessions were held by 12/31/19 and the remainder were scheduled to take place within the 2-month no-cost-extension period.

Credentials and Tuition Reimbursement - INCCRRA

After discussion of individual and program needs, GOECD and INCCRRA decided to give priority to family childcare providers and teaching staff in this time-limited program of tuition reimbursement. Policies and procedures were developed, and materials prepared. Staff was notified of the opportunity through the Gateways to Opportunity website and their CCR&R agencies. After approximately one month, the opportunity was opened to all family childcare and center-based staff who needed tuition assistance to attain relevant college credits. As a result (57) individuals received assistance and the full budget for the project, \$64,800, has been spent.

INCCRRA completed its analysis of which credentialing fees were obstacles for applicants and what amount of reduction would be effective for increasing the number of credentialed personnel. Based on the analysis, the decision was to target Infant Toddler Credentials, Illinois Director Credentials, and foundational Early Childhood Education Credentials. The targeted credentials were offered at no charge for the limited time of this project. Southern Illinois was targeted as the region most in need of support. Providers were notified of the opportunity through their local Child Care Resource and Referral agencies. (119) applications were funded, at \$65 each. The full budget for the project has been spent.

2. Problems

Materials & Supplies - INCCRRA & DHS – N/A

College Cohorts – INCCRRA

The results of the data collection and analysis revealed outcomes, challenges, and nuanced levers that have supported successes within innovative cohort models across the state of Illinois. Because of the open-ended nature of the data collection process, the details for each cohort varied.

CQI Communities of Practice – INCCRRA & DHS – N/A

Credentials and Tuition Reimbursement - INCCRRA – N/A

3. Significant findings and events

Materials & Supplies - INCCRRA & DHS – N/A

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College Cohorts – INCCRRA

The report provided a holistic overview of early childhood-focused cohort models that have existed and currently take place in the state of Illinois. Several important themes within the data reflect the features currently found in the literature including the provision of practical and/or social supports, as well as innovative design features. Many of the cohorts shared common characteristics such as part-time options, accelerated pathways, the use of technology, mixed delivery systems and strong partnerships (e.g., with community-based organizations, government programs, community colleges and universities). Variations in model designs highlighted institutional responsiveness to individual, workforce, community, and specific cohort needs.

CQI Communities of Practice – INCCRRA & DHS – N/A

Credentials and Tuition Reimbursement – INCCRRA

Demand remains high, and for many early childhood personnel, the cost is the only barrier to further education in the field. Many of the applicants needed only the financial support to attain the credentials. Those who needed further training or coursework received guidance on the next steps. The initiative was successful at expanding the supply of credentialed personnel in an area of the state experiencing a staffing crisis. The lessons learned and the overall success of this initiative will allow Illinois to build upon and expand it in its PDG B5 renewal grant.

4. Dissemination activities

Materials & Supplies - INCCRRA & DHS – N/A

College Cohorts INCCRRA

Dissemination to colleges, programs, and other audiences will take place during the no-cost-extension period.

CQI Communities of Practice – INCCRRA & DHS – N/A

Credentials and Tuition Reimbursement INCCRRA – N/A

5. Other activities

Materials & Supplies - INCCRRA & DHS – N/A

College Cohorts - INCCRRA – N/A

CQI Communities of Practice – INCCRRA & DHS – N/A

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Credentials and Tuition Reimbursement - INCCRRA – N/A

6. Activities planned for next reporting period

Materials & Supplies - INCCRRA & DHS

No cost extension. Will continue to disperse funds to support quality environment enhancements with the purchase of materials and supplies by Feb 28, 2020.

College Cohorts – INCCRRA

No cost extension dissemination of the final report to colleges, programs and other audiences by Feb 28, 2020.

CQI Communities of Practice – INCCRRA & DHS

No cost extension. Will complete the final cohort and summary of events report by Feb 28, 2020.

Credentials and Tuition Reimbursement – INCCRRA

No cost extension Final expenditure reports received from CCR&R agencies, and final report completed by GOECD Feb 28, 2020.